



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)
ID: 10261191
District: Brunswick School Department
School: Coffin School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

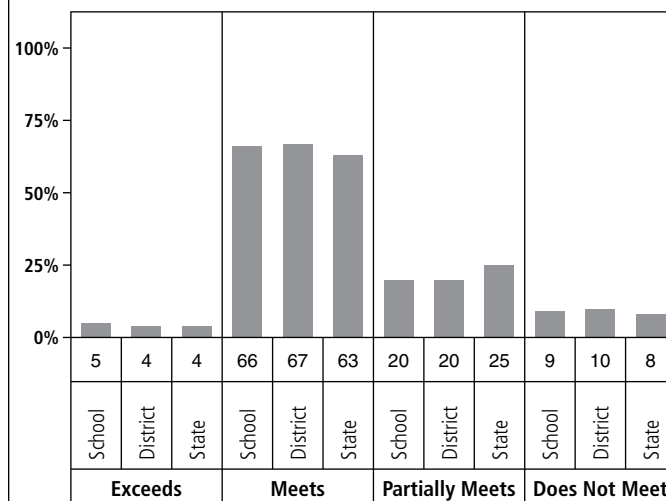
SUMMARY OF SCORES

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

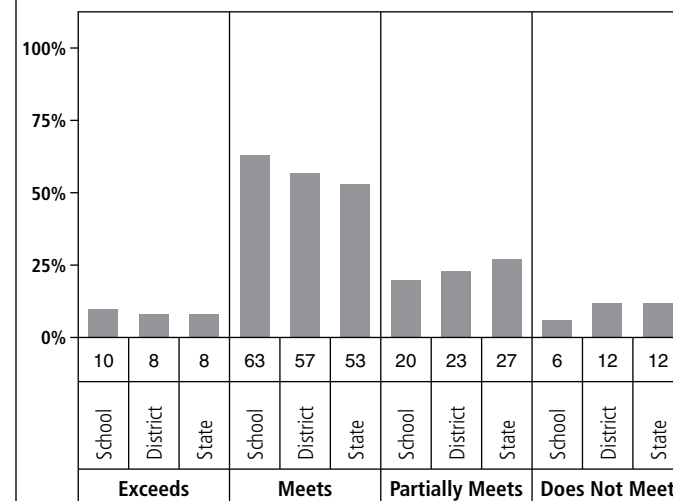
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	444	444	444
2006–2007	445	445	445
Cum. Avg. *	445	445	444
Mathematics			
2005–2006	446	446	444
2006–2007	449	446	445
Cum. Avg. *	448	446	444
Science & Technology			
2005–2006	444	443	444
2006–2007	445	445	444
Cum. Avg. *	445	444	444

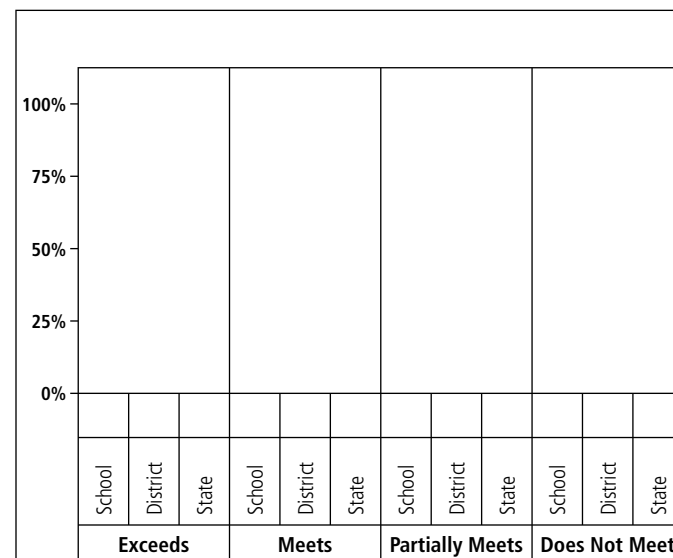
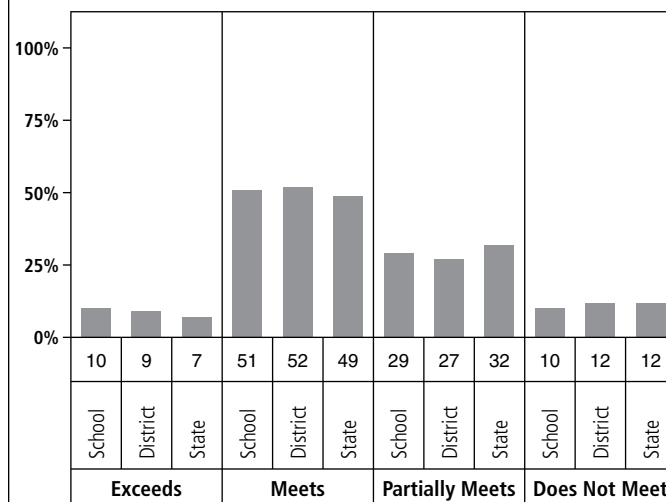
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 4
 District: Brunswick School Department
 School: Coffin School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								ELA-Reading						Mathematics						Science and Technology															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		82	100	267	100	14184	100	80	98	264	99	14078	99	80	98	264	99	14078	99	80	98	264	99	14057	99										
Ethnicity	African American	10	12	19	7	391	3	10	100	19	100	385	99	10	100	19	100	387	99	10	100	19	100	377	97										
	American Indian/Native Alaskan	1	1	1	0	117	1	1	100	1	100	112	97	1	100	1	100	112	97	1	100	1	100	112	97										
	Asian/Pacific Islander	1	1	5	2	204	1	1	100	5	100	204	100	1	100	5	100	204	100	1	100	5	100	204	100										
	Hispanic	7	9	10	4	171	1	7	100	10	100	171	100	7	100	10	100	170	99	7	100	10	100	169	99										
	White	63	77	232	87	13295	94	61	97	229	99	13204	99	61	97	229	99	13203	99	61	97	229	99	13193	99										
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33										
Identified disability		8	10	36	13	2538	18	7	88	35	97	2508	99	7	88	35	97	2509	99	7	88	35	97	2502	99										
Current LEP		4	5	4	1	302	2	4	100	4	100	298	99	4	100	4	100	300	99	4	100	4	100	289	96										
Economically disadvantaged		37	45	86	32	5522	39	36	97	84	98	5468	99	36	97	84	98	5467	99	36	97	84	98	5450	99										
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology												
	School		District		State		School		District		State		School		District		State		School		District		State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Participation without accommodations	57	70	209	78	10869	77	57	70	214	80	10883	77	57	70	212	79	10890	77							
Identified disability (PET/IEP)	1	2	5	2	435	4	1	2	6	3	445	4	1	2	6	3	453	4							
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1							
504 plan	2	4	6	3	122	1	2	4	6	3	122	1	2	4	6	3	123	1							
Participation with accommodations	22	27	51	19	3019	21	22	27	46	17	3029	21	22	27	48	18	3014	21							
Identified disability (PET/IEP)	5	23	26	51	1897	63	5	23	25	54	1903	63	5	23	25	52	1900	63							
LEP	4	18	4	8	151	5	4	18	4	9	172	6	4	18	4	8	160	5							
504 plan	1	5	1	2	62	2	1	5	1	2	62	2	1	5	1	2	61	2							
Other	14	64	22	43	941	31	14	64	18	39	924	31	14	64	20	42	925	31							
Participation through alternate assessment (PAAP)	1	1	4	1	180	1	1	1	4	1	166	1	1	1	4	1	153	1							
Identified disability (PET/IEP)	1	100	4	100	175	97	1	100	4	100	161	97	1	100	4	100	149	97							
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2							
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1							
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																			
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0							
Non-participation – other	2	2	3	1	89	1	2	2	3	1	87	1	2	2	3	1	108	1							

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 2006-2007 Cum. Avg.	3	4	10	4	601	4
		4	5	10	4	507	4
		4	5	10	4	554	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 2006-2007 Cum. Avg.	41	54	136	56	7910	57
		52	66	173	67	8749	63
		47	59	155	62	8330	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 2006-2007 Cum. Avg.	26	34	71	29	3970	29
		16	20	52	20	3467	25
		21	27	62	25	3719	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 2006-2007 Cum. Avg.	6	8	24	10	1421	10
		7	9	25	10	1165	8
		7	9	25	10	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.5	65.6	31.3	65.2	31.0	64.6
Literary Text	24	50	16.9	70.4	16.6	69.2	16.4	68.3
Informational Text	24	50	14.6	60.8	14.7	61.3	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	4	5	52	66	16	20	7	9	445	260	4	67	20	10	445	13888	4	63	25	8	445
Ethnicity																						
African American	10	0	0	5	50	3	30	2	20	437	19	0	42	37	21	438	372	0	44	31	25	437
American Indian/Native Alaskan	1										1						110	1	49	34	16	441
Asian/Pacific Islander	1										5	20	80	0	0	448	200	4	66	22	9	446
Hispanic	7	0	0	5	71	1	14	1	14	445	9	0	78	11	11	446	166	0	51	37	12	441
White	60	3	5	41	68	12	20	4	7	446	226	4	68	19	9	446	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	1	17	1	17	4	67	431	31	0	32	16	52	434	2332	1	34	41	25	438
No	73	4	5	51	70	15	21	3	4	447	229	4	71	21	4	447	11556	4	69	22	5	447
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	4										4						279	0	31	36	33	435
Economically disadvantaged																						
Yes	36	0	0	21	58	11	31	4	11	443	82	0	51	30	18	441	5368	1	52	33	14	442
No	43	4	9	31	72	5	12	3	7	447	178	6	74	15	6	447	8520	5	70	20	5	447
Migrant																						
Yes	0										0						4					
No	79	4	5	52	66	16	20	7	9	445	260	4	67	20	10	445	13884	4	63	25	8	445
Gender																						
Female	45	3	7	34	76	6	13	2	4	447	123	5	72	19	5	447	6719	5	65	23	8	446
Male	34	1	3	18	53	10	29	5	15	443	137	3	62	21	14	444	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1864	0	38	44	18	439
No	79	4	5	52	66	16	20	7	9	445	260	4	67	20	10	445	12024	4	67	22	7	446
Gifted/talented program																						
Yes	0										9	22	78	0	0	456	402	19	80	0	0	457
No	79	4	5	52	66	16	20	7	9	445	251	3	66	21	10	445	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 4
 District: Brunswick School Department
 School: Coffin School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	33	2	67	431	5	0	42	17	42	437	5	1	45	33	21	440
B. less than one hour	83	0	0	46	73	13	21	4	6	446	74	2	69	21	8	446	76	4	64	24	7	446
C. one to two hours	11	3	38	5	63	0	0	0	0	451	18	11	70	13	7	447	18	4	65	24	7	446
D. more than two hours	3	0	0	0	0	2	100	0	0	436	3	0	38	50	13	437	2	3	43	32	23	440
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	0	0	24	77	4	13	3	10	445	35	2	75	14	9	446	31	5	67	20	7	447
B. They match some of what I have learned.	46	3	9	20	59	9	26	2	6	447	46	6	69	21	4	447	51	3	67	24	6	446
C. They match just a little of what I have learned.	7	0	0	3	60	1	20	1	20	440	15	0	43	32	24	440	13	1	49	34	15	441
D. There is no match.	5	0	0	2	50	2	50	0	0	447	4	0	50	30	20	443	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	1	3	26	79	5	15	1	3	448	43	6	81	11	3	449	36	6	70	17	6	448
B. good	44	2	6	18	55	8	24	5	15	444	44	3	60	25	13	443	49	3	63	27	7	445
C. fair	11	0	0	6	75	2	25	0	0	444	13	0	47	34	19	440	13	1	49	36	14	441
D. poor	1	0	0	0	0	1	100	0	0	438	1	0	0	50	50	428	2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	1	9	5	45	2	18	3	27	444	14	6	51	20	23	442	16	1	47	35	17	441
B. about the same as my regular schoolwork	63	3	6	32	68	9	19	3	6	446	58	3	67	22	8	446	61	4	67	23	6	446
C. easier than my regular schoolwork	23	0	0	13	76	4	24	0	0	446	28	4	73	18	4	447	23	3	64	24	8	445
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	12	0	0	3	33	2	22	4	44	436	13	0	41	22	38	437	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	55	2	5	28	68	9	22	2	5	446	44	3	66	23	8	445	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	32	1	4	19	79	4	17	0	0	448	43	6	75	17	3	448	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	22	2	12	10	59	4	24	1	6	448	20	8	75	12	6	448	18	6	66	21	7	447
B. 20 minutes to an hour	57	2	5	30	70	7	16	4	9	446	64	4	67	20	9	445	55	4	67	22	6	446
C. less than 20 minutes	11	0	0	6	75	2	25	0	0	446	9	0	67	25	8	444	14	1	57	29	13	442
D. I rarely read at home.	11	0	0	4	50	3	38	1	13	443	7	0	29	41	29	438	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	0	0	11	69	4	25	1	6	446	20	0	72	24	4	445	23	3	54	31	12	443
B. six to ten pages	25	0	0	10	56	6	33	2	11	442	27	3	61	19	16	443	26	3	63	26	8	445
C. eleven or more pages	53	0	0	29	76	6	16	3	8	446	53	3	70	19	8	446	51	4	68	21	6	447
Optional school/district question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	440	40	0	50	50	0	442						
C.	50	0	0	1	100	0	0	0	0	448	40	0	50	0	50	437						
D.	0										20	0	0	100	0	436						

MATHEMATICS RESULTS

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	11	27	11	1294	9
	2006-2007	8	10	22	8	1054	8
	Cum. Avg.	8	10	25	10	1174	8
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	41	54	133	55	7000	50
	2006-2007	50	63	148	57	7394	53
	Cum. Avg.	46	58	141	56	7197	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	20	42	17	3784	27
	2006-2007	16	20	59	23	3729	27
	Cum. Avg.	16	20	51	20	3757	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	12	16	39	16	1894	14
	2006-2007	5	6	31	12	1735	12
	Cum. Avg.	9	11	35	14	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.5	70.0	10.2	68.0	10.1	67.3
Cluster 2: Shape and Size	14	29	9.7	69.3	8.8	62.9	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.1	82.0	3.9	78.0	3.6	72.0
Cluster 4: Patterns	14	29	9.7	69.3	9.2	65.7	8.9	63.6

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	8	10	50	63	16	20	5	6	449	260	8	57	23	12	446	13912	8	53	27	12	445
Ethnicity																						
African American	10	1	10	4	40	2	20	3	30	440	19	5	37	16	42	438	381	2	33	31	34	435
American Indian/Native Alaskan	1										1						110	1	58	30	11	443
Asian/Pacific Islander	1										5	20	40	40	0	452	202	9	57	22	11	447
Hispanic	7	0	0	6	86	1	14	0	0	451	9	11	67	22	0	451	166	2	44	37	17	441
White	60	7	12	38	63	13	22	2	3	450	226	8	58	23	10	446	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	2	33	1	17	3	50	433	31	0	32	26	42	434	2348	2	34	34	30	437
No	73	8	11	48	66	15	21	2	3	450	229	10	60	22	8	448	11564	9	57	25	9	446
Limited English proficient students																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	4										4						283	2	34	30	34	435
Economically disadvantaged																						
Yes	36	1	3	22	61	9	25	4	11	446	82	2	48	32	18	442	5379	3	44	34	19	440
No	43	7	16	28	65	7	16	1	2	451	178	11	61	19	9	448	8533	11	59	23	8	448
Migrant																						
Yes	0										0						4					
No	79	8	10	50	63	16	20	5	6	449	260	8	57	23	12	446	13908	8	53	27	12	445
Gender																						
Female	45	4	9	32	71	7	16	2	4	450	123	10	59	20	11	446	6727	7	53	27	13	444
Male	34	4	12	18	53	9	26	3	9	448	137	7	55	25	13	446	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1872	1	32	42	25	436
No	79	8	10	50	63	16	20	5	6	449	260	8	57	23	12	446	12040	9	56	24	10	446
Gifted/talented program																						
Yes	0										9	44	56	0	0	466	402	42	55	2	0	461
No	79	8	10	50	63	16	20	5	6	449	251	7	57	24	12	445	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	1	33	1	33	435	5	0	33	42	25	437	5	4	40	28	28	439
B. less than one hour	83	7	11	42	67	11	17	3	5	450	74	10	61	20	9	447	76	8	54	26	11	445
C. one to two hours	11	1	13	6	75	1	13	0	0	454	18	7	50	24	20	444	18	7	54	28	11	445
D. more than two hours	3	0	0	0	0	2	100	0	0	435	3	0	50	50	0	440	2	4	36	35	26	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	2	6	24	71	7	21	1	3	450	45	8	62	21	9	448	40	11	58	22	9	448
B. They match some of what I have learned.	42	5	16	19	61	5	16	2	6	450	41	10	59	25	7	447	46	6	54	29	11	444
C. They match just a little of what I have learned.	7	1	20	1	20	3	60	0	0	446	10	12	35	27	27	441	10	4	40	34	23	439
D. There is no match.	5	0	0	3	75	0	0	1	25	445	4	0	55	18	27	441	4	4	28	35	33	436
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	4	13	19	61	6	19	2	6	451	39	12	60	19	9	449	37	14	59	18	9	449
B. good	42	4	13	20	63	7	22	1	3	450	45	8	55	27	10	446	46	5	54	29	12	444
C. fair	16	0	0	8	67	3	25	1	8	445	13	3	56	24	18	442	14	2	42	38	19	440
D. poor	1	0	0	1	100	0	0	0	0	452	2	0	33	17	50	434	2	1	27	43	29	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	3	60	1	20	1	20	444	10	0	38	33	29	438	12	4	37	34	25	438
B. about the same as my regular schoolwork	72	6	11	38	72	7	13	2	4	451	60	9	59	22	10	447	62	7	56	27	10	445
C. easier than my regular schoolwork	22	2	13	8	50	6	38	0	0	450	30	8	66	19	7	448	26	11	56	23	10	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	2	8	13	54	6	25	3	13	445	15	11	49	24	16	445	21	6	47	29	18	442
B. two or three days a week	29	5	23	15	68	2	9	0	0	454	29	11	45	22	22	444	37	8	55	26	11	445
C. two or three times each month	28	1	5	15	71	4	19	1	5	450	42	8	68	21	4	449	34	9	57	26	9	446
D. never	12	0	0	7	78	2	22	0	0	450	14	6	54	29	11	445	8	6	46	30	18	442
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	1	20	3	60	1	20	436	2	0	17	67	17	437	4	2	33	34	31	436
B. two or three days a week	14	2	20	5	50	2	20	1	10	450	11	19	48	19	15	447	19	6	47	31	15	443
C. two or three times each month	52	4	11	25	68	7	19	1	3	451	42	13	64	18	5	450	56	9	58	24	8	447
D. never	27	1	5	14	74	3	16	1	5	449	45	2	54	27	17	442	21	6	50	28	16	443
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	3	38	3	38	2	25	441	10	8	44	24	24	443	8	3	39	35	24	438
B. 30–45 minutes	38	3	10	19	66	7	24	0	0	451	44	7	55	26	12	446	27	5	51	30	15	443
C. 45–60 minutes	34	3	12	20	77	2	8	1	4	452	38	9	63	19	9	448	40	9	57	25	10	446
D. more than 60 minutes	17	2	15	7	54	3	23	1	8	448	9	14	55	23	9	447	25	10	56	24	10	447
Optional school/district question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	440	40	0	0	100	0	440						
C.	50	0	0	1	100	0	0	0	0	446	40	0	50	0	50	434						
D.	0										20	0	100	0	0	444						

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	5	13	5	751	5
	2006-2007	8	10	24	9	963	7
	Cum. Avg.	6	8	19	8	857	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	45	59	120	50	7251	52
	2006-2007	40	51	134	52	6824	49
	Cum. Avg.	43	55	127	51	7038	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	17	22	80	33	4514	32
	2006-2007	23	29	70	27	4382	32
	Cum. Avg.	20	26	75	30	4448	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	10	13	28	12	1458	10
	2006-2007	8	10	32	12	1735	12
	Cum. Avg.	9	12	30	12	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.0	66.7	7.7	64.2	7.6	63.3
Cluster 2: Physical Sciences	12	25	8.9	74.2	8.8	73.3	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	6.7	55.8	7.1	59.2	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	7.8	65.0	7.8	65.0	7.8	65.0

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Brunswick School Department
 School: Coffin School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	8	10	40	51	23	29	8	10	445	260	9	52	27	12	445	13904	7	49	32	12	444
Ethnicity																						
African American	10	0	0	4	40	5	50	1	10	437	19	0	37	37	26	436	371	2	29	39	30	435
American Indian/Native Alaskan	1										1						110	2	35	41	22	440
Asian/Pacific Islander	1										5	20	40	40	0	452	202	10	49	30	12	445
Hispanic	7	1	14	4	57	2	29	0	0	448	9	11	56	33	0	448	166	4	41	40	16	441
White	60	7	12	31	52	15	25	7	12	446	226	10	53	26	12	445	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	1	17	1	17	4	67	426	31	3	26	32	39	434	2353	3	33	39	25	438
No	73	8	11	39	53	22	30	4	5	447	229	10	55	26	9	446	11551	8	52	30	10	445
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	4										4						281	2	24	40	34	434
Economically disadvantaged																						
Yes	36	1	3	17	47	12	33	6	17	442	82	4	44	32	21	440	5370	3	41	37	19	440
No	43	7	16	23	53	11	26	2	5	448	178	12	55	25	8	447	8534	9	54	28	9	446
Migrant																						
Yes	0										0						4					
No	79	8	10	40	51	23	29	8	10	445	260	9	52	27	12	445	13900	7	49	32	12	444
Gender																						
Female	45	5	11	26	58	11	24	3	7	447	123	8	54	26	12	445	6720	7	48	32	13	443
Male	34	3	9	14	41	12	35	5	15	443	137	10	50	28	12	445	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1865	1	31	42	26	437
No	79	8	10	40	51	23	29	8	10	445	260	9	52	27	12	445	12039	8	52	30	10	445
Gifted/talented program																						
Yes	0										9	56	44	0	0	462	401	31	64	4	1	458
No	79	8	10	40	51	23	29	8	10	445	251	8	52	28	13	444	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: Brunswick School Department
School: Coffin School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 83 11 3	0 7 1 0	0 11 13 0	0 33 5 0	0 52 63 0	0 20 2 1	0 32 25 50	3 3 0 1	100 5 0 50	416 447 450 431	5 74 18 3	8 9 13 0	33 52 59 25	8 31 15 50	50 9 13 25	435 445 447 439	5 76 18 2	4 7 8 3	37 50 50 39	35 32 30 32	23 11 12 26	440 444 444 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 51 19 7	2 5 0 1	12 13 0 20	8 19 8 1	47 50 57 20	4 11 5 3	24 29 36 60	3 3 1 0	18 8 7 0	443 447 444 446	22 51 22 5	9 10 7 15	52 50 56 31	22 29 25 46	17 11 11 8	444 446 444 445	21 49 24 7	10 7 5 4	50 51 48 38	28 32 33 37	12 11 14 21	445 445 443 439
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	26 43 25 5	2 4 2 0	10 12 11 0	12 17 8 1	60 52 42 25	4 9 7 3	20 27 37 75	2 3 2 0	10 9 11 0	447 447 444 440	20 52 25 3	8 11 8 13	58 52 48 38	22 25 33 38	12 12 11 13	446 446 443 445	23 54 20 3	9 8 4 2	51 51 46 31	27 31 37 38	13 11 14 29	445 445 442 436
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	24 61 15	1 4 3	6 9 27	7 26 4	39 57 36	8 12 3	44 26 27	2 4 1	11 9 9	443 446 450	20 64 16	8 9 15	41 57 41	35 24 32	16 11 12	443 446 445	24 61 15	6 8 7	48 50 48	32 31 31	14 11 14	443 445 443
How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	32 42 9 17	1 5 1 1	4 16 14 8	17 17 1 3	71 53 14 23	4 8 4 7	17 25 57 54	2 2 1 2	8 6 14 15	447 448 439 441	24 43 15 18	6 11 8 11	56 52 49 43	27 27 22 33	10 10 22 13	444 445 444 445	26 53 10 11	7 8 4 6	48 51 45 48	32 31 32 33	13 11 18 13	444 445 442 443
Which statement best describes how you learn science? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B, mostly A. D. I do a combination of A and B, mostly B.	31 17 15 37	0 1 2 1	0 9 20 4	11 4 5 13	55 36 50 54	8 3 2 8	40 27 20 33	1 3 1 2	5 27 10 8	441 442 448 445	16 41 15 28	0 8 8 14	55 44 56 57	32 32 22 22	13 16 14 8	441 443 444 449	23 26 28 24	5 4 10 9	45 44 53 54	35 37 28 27	15 16 10 10	442 442 446 446
Optional school/district question A. B. C. D.	0 50 50 0	 0 0 	 0 0 	 0 0 	 0 0 	 1 0 	 100 100 	 0 0 	 0 0 	432 440	0 40 40 20	 0 0 0	 50 0 0	 50 50 0	 0 50 100	439 428 426						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number